

Career and Technical Education FY'13 Application Guidelines

(Effective July 1, 2012 – June 30, 2013)

STATE COMPETITIVE GRANT

I. Overview – State CTE Fund

For fiscal year 2013, an estimated **\$3,543,822** is available in state funds to support career and technical education. Approximately thirty-one percent (\$1.1 million) is allocated for competitive grants as described in this application; and approximately fifty-nine (\$2,066,822) percent is allocated to districts based on duplicated CTE student counts in each high school for ongoing program improvement and maintenance. The remainder of funds is used for state leadership activities that include career and technical student organizations, standards and assessments development, professional development, and local assessment costs.

The CTE Skills for Employment and Lifelong Learning, which contain the Program Quality Criteria (PQC), and the supporting Site-Based CTE Program Assessment are available to use as self-evaluation tools to help determine program needs. Both documents may be accessed online at the following web address: http://www.doe.nv.gov/CTE_Standards.htm#CTE_Documents_and_Initiatives

II. Key Provisions of Competitive Funds

The purpose of State Competitive CTE grants is to drive change at the school or district level through the development and expansion of high school career and technical education programs.

Each school district may submit one (1) application. The maximum amount any district can apply for is \$500,000.

In FY13, the competitive funds will be awarded to school districts and eligible charter schools that focus efforts to improve and develop CTE programs based on the following four funding purposes:

- **Organize, strengthen, develop and implement programs and course sequences according to the 2012-13 State CTE Course Catalog**

The State CTE Course Catalog provides a listing of courses and recommended course sequences for career and technical education. School districts and schools are called upon to align courses and course sequences locally to match those in the Catalog.

Funds can be used to develop and expand courses and programs to implement full course sequences as defined in the CTE Course Catalog.

- **Align programs and course sequences to the economic development priorities in the new State Plan for Economic Development**

The State of Nevada commissioned the report *Unify, Regionalize, Diversify – An Economic Development Agenda for Nevada* to identify and establish the framework for economic

diversification in Nevada. To support the report, the Governor's Office produced the State Plan for Economic Development (*Moving Nevada Forward: A Plan for Excellence in Economic Development*). The State Plan lists five objectives and strategic initiatives:

1. Establish a Cohesive Economic Development Operating System.
2. Advance Targeted Sectors and Opportunities in the Regions.
3. Expand Global Engagement.
4. Catalyze Innovation in Core and Emerging Industries.
5. Increase Opportunity through Education and Workforce Development.

Objective 5 includes 3 key tactics to "Align Education, Career Training, and Workforce Development to Targeted Opportunities." The objective states:

GOED (Governor's Office of Economic Development) will work in collaboration with the Nevada Department of Education, NSHE, DETR, and other interested agencies to develop the foundational coursework necessary to prepare students for the industry sectors that will form the foundation of Nevada's economy of the future.

Key Tactic #1 under Objective 5 focuses on establishing career and industry-based programs "which focus on specific programs, topics and distinguishing themes to prepare all students for Nevada's future economy."

The targeted sectors in the State Plan for Economic Development are: (1) Tourism, Gaming, and Entertainment; (2) Clean Energy; (3) Health and Medical Services; (4) Aerospace and Defense; (5) Mining, Materials, and Manufacturing; (6) Business IT Ecosystems; (7) Logistics and Operations; (8) Additional areas of Agriculture, Intangibles and Financial Enterprises, and Water Technology.

Also, the Governor's Office of Economic Development identifies four key industries as the *framework of Nevada's economy*: Renewable Energy; Manufacturing; Business and Financial Services; and Biotechnology.

Funds can be used to develop, improve and expand programs to support the alignment of CTE programs with the sectors in the State Plan.

- **Implement the new state standards for Employability Skills for Career Readiness**

The State Board of Education adopted new employability skill standards as a requirement for all career and technical education programs that provide courses through the completion level. The new standards are shown below.

DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS

- Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
- Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
- Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
- Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
- Demonstrate diversity awareness by working well with all customers and coworkers

- Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
- Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative

DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

- Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
- Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
- Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
- Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
- Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace
- Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
- Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
- Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
- Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks
- Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS

- Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
- Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
- Demonstrate proper Internet use and security by using the Internet appropriately for work
- Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

The employability skill standards are required for all CTE programs through the completion level and the State will establish a system to demonstrate student proficiency in the standards. The standards are designed to be integrated into the yearly instruction.

Funds can be used to support the implementation of the new Employability Skill Standards.

- **Program innovation**

Program innovation is defined by new and creative approaches within an existing program that enhance teaching methodology, curriculum, course sequences, state standards and alignment with postsecondary education and other related industry credentials to better prepare students for success in a chosen career path.

Funds can be used to support the planning, development and implementation of program innovation.

III. Uses of Funds

Funds may be used for the following to achieve one or more of the funding purposes in this application:

- (1) Support standards and instruction
Example: Expenses related to the development and implementation of programs of study, state standards, and instructional practices to support the full implementation of state-approved course sequences and alignment with regional and state economic development needs.
- (2) Support establishment of career and technical student organizations (CTSOs) (Competitive funds may be used to establish new CTOS only at those sites where the CTSO does not exist.)
Example: Allowable costs include instructional supplies, advisor training, student and advisor travel costs, and other expenses according to the allowable uses of funds guidelines.
- (3) Support work-based learning and entrepreneurship development
Example: Extended teacher contracts not previously paid by other sources or hourly extra-duty pay to develop and monitor work-based activities. The application must show sustainability beyond the grant year.
- (4) Professional development and staff support
Example: Support for professional development directly related to program development, program improvement and student learning outcomes.
- (5) Support facilities, equipment, and materials
Example: Improvements to facilities for the sole purpose of enhanced student learning, equipment and supplies that have a direct impact on a program's ability to meet industry standards.
- (6) Advisory Technical Skills Committee
Example: Startup or reestablishment of or to improve participation in an active advisory committee.
- (7) Career exploration and guidance
Example: Programs, services and activities to improve or expand career exploration and guidance opportunities for students.
- (8) Program promotion and marketing
Example: Support for site-based or district-wide CTE, to include the development and distribution of marketing materials.
- (9) Program accountability
Example: Expanding or improving data collection systems for accountability purposes.
- (10) Student – Teacher Ratio
Example: Support for staffing for new and expanded programs, to minimize existing safety issues within a program, or prep-hour buyouts to expand enrollment by adding courses.

IV. Application Directions for Competitive Funds

These application guidelines must be followed by agencies applying for **competitive funds**. Applications will be approved based on the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures. Agencies will submit one application describing how funds will be used to support the purposes described in these guidelines.

Each application must include the following components provided in the following order:

- (1) **Cover page:** Use the required cover page as the first page of the application and include all requested information and signatures.
- (2) **Assurances:** The district representative must sign the assurances provided in the appendix.
- (3) **Budget:** Complete the proposed budget summary and budget detail. All proposed items of value and equipment must be itemized on the budget detail and include the proposed location(s) for the equipment items.
- (4) **Funding Purpose, Project Narrative, Objectives, Outcomes and Timelines:** Each application must include a description of the proposed funding purpose(s) and supporting project(s) (i.e., program, service, activity) using the format provided in the appendix. A funding priority may include more than one project. The description must be thorough enough for the review committee to clearly understand what is being proposed and include the following: (1) funding purpose and project name; (2) proposed funding; (3) narrative describing the project elements and how they support the Key Provisions of Competitive Funds listed in Part II; (4) objectives and outcomes; (5) timeline for completion; (6) description of funding.

The narrative portion of this section may be up to two pages long. (The narrative portion does not include objectives and outcomes, timelines, description of funding, etc.)

- (5) **Budget Narrative: For each Funding Purpose and Project Narrative** provide a budget narrative form a description of expenditures by budget category. For example, if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used to develop or expand the program. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log). Include a sample activity log if necessary.

If a salary is funded wholly by the state funds for one cost objective (i.e., program-related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.

If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).

- (6) **Demonstration of Collaboration:** Describe the role of the Advisory Technical Skills Committee in the development of a plan for all programs to meet the criteria. Describe other collaborative efforts showing how teachers, administrators and other stakeholders were involved in the planning process. The description must also include how the applicant collaborates with local and regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.
- (7) **Demonstration of Sustainability:** Describe how the agency (school district) has planned for continued sustainability of the proposed programs in this application and for CTE in general.

- (8) **Evaluation Methods:** Describe how the agency will evaluate the success and outcomes of the objectives in this application. Include and timeline for the completion of the evaluation.

Note: By submitting an application, the local education agency agrees to provide the Department of Education information as needed to report to the Legislature on the effectiveness of state CTE funds.

V. Submitting the Application

(1) Application Package

- a. Submit one application with a complete set of original signatures and one additional copy for the committee. All applications must be approved by the school district superintendent or designee.
- b. The application must be submitted in the order and format provided in these application guidelines. (1) Cover Page; (2) Assurances; (3) Budget Summary; (4) Budget Detail; (5) Funding Priority and Project Narratives that include objectives, outcomes and timelines and proposed funding; (6) Budget Narrative for each Funding Priority and Project Narrative; (7) Demonstration of Collaboration; (8) Demonstration of Sustainability; (9) Evaluation Methods.

Special note:

Incomplete applications or applications that are difficult to read and follow may not qualify for funding.

- c. Items requiring signature are the **Application Cover Sheet, Assurances and Budget Summary Form.**
- d. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**. The font size should be 12.

(2) Mailing Address

Mail the original and copies to: Michael Raponi, Director
Office of Career, Technical, and Adult Education
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

(3) Application Deadline

The application must be received by **5:00 p.m. on May 25, 2012** to be eligible for funding.

(4) Information

For additional information, contact the Office of Career, Technical, and Adult Education at the Nevada Department of Education at 775-687-7300.

FORMS:

- Application Cover Page
- CTE State Fund Assurances
- Budget Summary
- Budget Detail
- Funding Purpose and Project Narrative(s)
- Project Budget Narratives
- Prioritization of Funding Purposes and Projects
- Demonstration of Collaboration
- Demonstration of Sustainability
- Evaluation Methods
- Committee Review Sheet (Reference Only)

**Fiscal Year 2013 CTE Competitive Grant
July 1, 2012 – June 30, 2013**

APPLICATION COVER PAGE

Agency: _____

Application Director: _____
(Name, position and telephone number)

(Email address)

Fiscal Manager: _____
(Name, position and telephone number)

(Email address)

Monitoring Coordinator: _____
(Name, position and telephone number)

(Email address)

Evaluation Coordinator: _____
(Name, position and telephone number)

(Email address)

Accountability Reporting Coordinator: _____
(Name, position and telephone number)

(Email address)

Advisory Technical Skills Committee: _____
(Signature of authorized representative) (Date)

(Printed name of authorized representative)

Application Submitted By: _____
(Signature of authorized representative) (Date)

(Printed name of authorized representative)

ASSURANCES

State CTE Fund

General

1. The local educational agency will assure that no state CTE funds will be used to provide career and technical education programs to students prior to the ninth grade, except that equipment and facilities purchased with funds may be used for such students.
2. The local educational agency will assure that no funds made available under this fund will be used to require any secondary school student to choose or pursue a specific career path or major.

Grants Management and Accountability

3. The local education agency will assure that maintenance of fiscal effort on either a per-student or aggregate expenditure basis is required.
4. The local education agency will assure that funds made available under this fund for career and technical education activities will supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and tech-prep activities.
5. The local education agency will assure supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.
6. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.
7. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for state funds paid to a recipient for programs and projects.
8. The fiscal and statistical records are subject to and upon request will be made available for audit by the State of Nevada to determine whether the recipient has properly accounted for funds expended for career and technical education and services.
9. Records will be kept which fully disclose the amount and disposition of state funds allocated, as well as the total expenditures of funds for career and technical education programs and services supplied by funds from other sources. This must include time accountability sheets for individuals funded under the state CTE funds.

Personnel

10. School district career and technical instructors, counselors, supervisors, and other professional personnel involved in career and technical education who participate in state funded projects will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

11. All eligible recipients participating in state funds will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical programs in the Nevada Career and Technical Education Reporting System (CTERS); provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.
12. All eligible recipients will provide sufficient information to the State to enable the State to comply with the requirements of allocating funds to area trade schools and intermediate educational agencies.

Evaluation

13. Participating agencies will cooperate with and the Department of Education evaluation requirements.
14. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the quality criteria indicators.
15. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs or success in such programs for individuals who are members of special populations and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under this fund.
16. An assurance that the eligible recipient will comply with the Department of Education's requirements for State monitoring.

Local Program Improvement Plan

17. An assurance that if the applicant determines they are not making substantial progress in meeting the performance indicators approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of career and technical education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this fund, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Community, Business, Industry, Parent/Student Involvement and Appeal

18. An expedited appeals procedure is established by which community, business, industry, parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this fund affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

State Requirements

19. The provision for advisory committees, program articulation, rural participation, program of study, academic integration, and career guidance and counseling, as described in the State CTE Plan will be fully implemented, as required.

(Printed Name and Title of Authorized Representative)

(Signature)

(Date)

NEVADA DEPARTMENT OF EDUCATION

Budget/Expenditure Summary

Agency: _____ Project Number: _____

Project Name: _____ Fiscal Year: _____

Check One: Budget _____ Amendment _____ Number _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	100 Salaries			
200	200 Benefits			
300	300 Purchased Professional Services			
400	400 Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total			
600	610 General Supplies (exclude 612 in 610 total)			
	612 Non Information Technology Items of Higher Value*			
	640 Books and Periodicals			
	650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)			
	651 Software			
	652 Information Technology Items of Higher Value*			
	Other (620, 630)			
	Total			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Total			
SUBTOTAL 100 – 600 & 800				\$
Approved Indirect Costs Rate:** _____ %				\$
700	730 Equipment			
TOTAL				\$

* All items of value and equipment must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only

Initial

Date Approved

Budget Detail / Supplemental Schedules

Agency _____ Project Name _____

A	B	C	D	E	F
OBJECT CODE	TITLE OF POSITION/ PURPOSE OF ITEM	PROJECT TIME (FTE)	QUANTITY	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.

Funding Purpose and Project Narrative

Narrative Directions: (1) Identify the funding purpose (i.e., Program Innovation); State the project name; (2) Identify the proposed funding; (3) Complete one narrative (up to two pages) for each primary project; the narrative must include a clear description of the proposal; (5) List the objectives and proposed outcomes for each primary project; (6) State the timeline for project completion; (7) Provide one budget narrative for each project.

Duplicate and provide the information on this page for each primary project.

Funding Purpose (See pages 1-3):
Project Name:
Proposed Funding: \$ _____
Project Narrative (limit this narrative section to two pages, not including objectives, outcomes, timelines and description of funding, for each proposed project. The narrative must show how the proposed project supports the funding purpose):
Objectives & Outcomes:
Timeline for Completion:

Budget Narrative

A budget narrative must be completed for each funding purpose and project narrative. Provide a description of proposed expenses by object code. Expand/create additional pages as needed.

Object Code 100/200 Salaries & Benefits Total: \$ _____
Description:
Object Code 300 Purchased Professional Services Total: \$ _____
Description:
Object Code 500 Transportation Services, Staff Travel Total: \$ _____
Description:
Object Code 600 Supplies Total: \$ _____
Description:
Object Code 800 Dues and Fees/ Other Misc. Total: \$ _____
Description:
Object Code 700 Equipment Total: \$ _____
Description:

Prioritization of Funding Purpose and Projects

List the proposed project(s) in priority order and provide a brief rationale for the priority listing. Limit this section to two pages. Add additional sections as needed.

Funding Purpose and Project Priority #1:
Rationale:
Funding Purpose and Project Priority #2:
Rationale:
Funding Purpose and Project Priority #3:
Rationale:
Funding Purpose and Project Priority #4:
Rationale:

Demonstration of Collaboration

Describe how the agency (school district) ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, and the local advisory committee(s) were involved in and committed to developing a quality application. The description must also include how the applicant collaborates with local and regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.

Limit this section to one page.

Demonstration of Sustainability

Describe how the agency (school district) has planned for continued sustainability of the proposed programs in this application and for CTE in general.

Limit this section to one page.

Evaluation Methods

Describe how the agency (school district) will evaluate the success and outcomes of the objectives in this application. Include a timeline by which and evaluation will be completed.

Limit this section to one page.

Sample Criteria for Review of Applications FY 13 CTE State Competitive Funds

Agency Name: _____ **Amount Requested: \$** _____

- | | YES | NO |
|---|------------|-----------|
| 1. Does the cover page include all requested information and signatures? | _____ | _____ |
| 2. Are the assurances signed? | _____ | _____ |
| 3. Does the budget summary and detail accurately distinguish all proposed expenditures? | _____ | _____ |

Scoring System 1 to 5		1-5
1 = lowest	5 = highest	

- | | |
|--|-------|
| 5. The funding purpose(s) and project narrative(s) clearly describe what will be funded to improve, expand and develop CTE programs. | _____ |
| 6. The project objectives and outcomes clearly support implementation of innovation program improvement and development. | _____ |
| 7. The project timelines support full implementation of project objectives in the most expedient way possible. | _____ |
| 8. There is one budget narrative for each project narrative that fully describes proposed the proposed expenditures for each project. | _____ |
| 9. The Funding Purpose and Projects are prioritized and include a rationale for the priority order. | _____ |
| 9. There is evidence of collaboration among school administrators, site based faculty, technical advisory committees and other stakeholders in the planning, development and local approval of the application. The description includes outreach and collaboration with economic- and workforce-development entities. | _____ |
| 10. There a clear description of efforts to sustain CTE programs. | _____ |
| 11. There a clear description of the evaluation methods to determine the effectiveness of the proposal. | _____ |